

منح التميز في التعلم والتعليم (الدورة الرابعة)
الابتكارات البحثية وطلاب العلوم الإنسانية والاجتماعية

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القسم: اللغة الإنجليزية والترجمة

الكلية: اللغات والترجمة

ملخص المشروع

It goes without saying that research is the basis of knowledge. Additionally, within the public and private sectors, researching involves a set of skills generally independent of subject. Every field of study – ranging from education to language science-- requires research. However, research has often been associated with science, technology, engineering, and mathematics (STEM), with little awareness of the contribution of research in humanities and social sciences. A survey of the published literature on undergraduate research – specifically the course-based research experiences – instantly demonstrates the gap (e.g., for STEM, see Eagan et al., ٢٠١١; on chemistry, see Heemstra et al., ٢٠١٧; on molecular biology, see Shaffer et al., ٢٠١٤; on biology, see Bangera & Brownell, ٢٠١١; Shortlidge, Bangera, & Brownell, ٢٠١٥). Within King Saud University, a similar pattern emerges: undergraduate students in sciences engage in research significantly more than their counterparts in humanities and social sciences (Deanship of Scientific Research, ٢٠١٩). According to the Deanship of Scientific Research recent report for the Undergraduate Research Fund, a program that aims to promote and support research initiatives among undergraduates, from a total of ٥٠٥ submissions, only one submission was found by members of the College of Languages and Translations, ten submissions from the College of Arts, and twenty-two from the College of Education (Deanship of Scientific Research, ٢٠١٩). These statistics raise a concern: with increasing pressure on social sciences and humanities and a competitive job market for graduates of these programs, the statistics from DSR reveal that the students in those programs may not be aware of their capability for social innovation or research contribution within their respective fields or they are not equipped to conduct research in their field making them hesitant to apply. Why should we care about equipping undergraduates with research skills? Learning to research teaches learners a set of skills, such as problem solving (Rodenbusch et al., ٢٠١٦), innovation, and social responsibility. Early involvement in research has resulted in greater research productivity (see Lunsford, ٢٠١٢). Similarly, in a study involving students in STEM, when compared to other

learners who were uninvolved in research, students involved in research experiences earlier in their academic career and persisted for three semesters were more likely to earn an undergraduate degree within ٦ years (Rodenbusch et al., ٢٠١٦). Earlier studies have revealed that "students who participate in undergraduate research experiences and report positive mentoring experiences as a result, see increases in motivation, interests in associated career fields and job search and graduate school pursuits, and gain social capital and networking skills" (Behar-Horenstein, Roberts, & Dix, ٢٠١٠; Dolan & Johnson, ٢٠١٠; as cited in Baker, Pifer, Lunsford, Greer, & Ihas, ٢٠١٥, p. ٣٩٦). Albite critical of the literature on course-based research projects, Linn and collaborators (٢٠١٥) reported in their review of ٦٠ studies on undergraduate research that participation in undergraduate research assisted in expanding students' "academic and professional science networks" as well as "the chance to learn how to act like professionals in a research setting." Thus, the combination of these learning outcomes, job-market demanded skills, and the scarce engagement of undergraduates in research and social innovation have motivated the present proposal.

The present project, which will span two semesters, aims to create English and Arabic tools available on LMS for specifically for KSU faculty in humanities and social sciences to use and incorporate into their courses. These tools include ١) breakdown of research steps, ٢) instructional materials, and ٣) activities that target each research component. By breaking down the research steps, the project aims to capture the interest of students in these fields and simplify what may seem to be a daunting task.

To identify the long-term effects of the course and the course-based research, and as to whether the skills gained from the experience were useful outside of the course, three surveys will be conducted on the skills and perceptions of students pre and post the completion of the course. These surveys, developed by (Lopatto, ٢٠٠٧), will be modified and used before enrollment and after enrollment. Future follow-up study is desired ٤-٦ months after successful course completion – however, it is beyond the scope of the present project.

Besides the modified surveys, and similar to Shaffer et al. (٢٠١٤), pre-and post-knowledge assessments will be administered to participants in the course. The assessments will assess the students' knowledge of research and academic writing. The assessment will incorporate questions addressing the various categories in Bloom's taxonomy.

النتائج

النتائج التي تحققت من المنحة وكيف تم قياس تحققها:

1. Determined and identified the gaps in research methods for students in humanities (e.g., students' survey; interviews with instructors)
2. Created a comprehensive reference tool for instructors and students that included: ١) reading materials, ٢) in-class teaching materials (e.g., PowerPoints), ٣) class and homework activities, and ٤) supporting materials (available on LMS and on google drive).